

Month at a Glance: April

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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The Power of Positive Communication and Becoming a Positive Influencer	Knowing how to communicate positively can help you become a positive influencer.	communication, positive, negative, influencer	60 minutes
Wear Awareness	Almost anything can be used to influence others.	awareness, prevention	45 minutes
I Pledge	A pledge is a promise and should be taken seriously.	pledge, honor, prevention, drug, awareness	45 minutes
What Would Ace Do?	Reflective opportunities.		5-30 minutes

April



Activity Plan

Title: The Power of Positive Communication and Becoming a Positive Influencer

Suggested Time: 60 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> To have scholars identify positive choices and explain how their positive choices lead to being a positive influencer. <p>Materials:</p> <ul style="list-style-type: none"> paper pencil/pen <p>Vocabulary:</p> <ul style="list-style-type: none"> positive choices influencer negative 	<p>Activity Overview: Scholars will explore the dangers of not connecting to a positive influencer.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Students should be arranged in small groups. Facilitator: <i>Let's think about the word influence. When we think about influence, it's the ability to affect a person's thoughts, feelings, and actions. We are influenced every day. Let's think of positive and negative influences. Turn to your group and brainstorm three positive influences and three negative influences.</i> Facilitator: <i>After 3–4 minutes, the facilitator will ask each group to share a positive and negative example aloud. Facilitator: Let's explore more choices and think of why it is important to be a positive influencer.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>When we have a positive attitude and model positive behavior, we inspire others to do the same. We can say the same about negative attitudes and behaviors. We should work to be positive role models and become positive influencers.</i> The facilitator will divide the class into two groups in the middle of the class. There should be a scholar on each side of the line in the middle of the class facing one another. Each scholar will receive a piece of paper and a pencil/pen. Scholars will write a positive choice on the paper, crumple the paper into a ball, and wait for the facilitator to tell them to throw the paper to the other side of the line.



**Build (Rehearse
& Build for
Transfer/Close)**

- **Facilitator:** *On the count of three, throw your paper ball to the scholar across the line or on the other side of the room. Please remember this is a safe activity so everyone is using a paper ball, but be mindful of how you throw it.*
- **Scholars will grab the paper closest to them and read the positive choice. The scholars will read the choice and connect with a partner to explain why this choice will make them a positive influencer.**



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can ask prompting questions.

Scholars can reference graphics/pictures.

Scholars can be paired with a peer for support throughout the lesson and activity period.

Scholars can create a success strategy quick sheet as a reminder of positive choices that lead to becoming a positive influencer.

Scholars can campaign to post the positive choices quick sheet on the school website.

Scholars can brainstorm additional topics to create more examples of positive choices that can lead to being a positive influencer.

Scholars can have sentence stems provided to them.

Scholars can think in pairs and share ideas with a partner during the activity for support.

Reference graphics/pictures for support of the academic language.

Pair scholars with a peer (when available, one who speaks the same native language).

Activity Reflection:

Why is it important to make positive choices? What is the danger of not connecting to a positive influencer?

Supplemental Resources: N/A



Activity Plan

Title: Wear Awareness!

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will demonstrate their understanding of the impact of clothing on drug awareness and prevention. <p>Materials:</p> <ul style="list-style-type: none"> paper colored pencils markers glue pens pencils magazines glitter computer scissors <p>Vocabulary:</p> <ul style="list-style-type: none"> drug awareness prevention statement 	<p>Activity Overview: Scholars will bring awareness to drugs through fashion statements by creating everyday clothing that represents drug awareness/prevention.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>How do people use fashion to make statements or bring awareness to causes? Allow scholars an opportunity to respond. Can you think of a person or organization who does this? Allow scholars to respond. You will be tasked with creating an outfit that does something very similar.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Think about how celebrities bring awareness to charities or make political statements through fashion. You will create clothing specifically for drug awareness and prevention. You may research some ideas to help inspire you.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> The facilitator will distribute all materials and resources. Scholars will have an opportunity to work independently. Facilitator: <i>Once you have finished, I will give you an opportunity to share your designs. You should explain the inspiration behind your design. What statement are you trying to make?</i>



Differentiation Station

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Suggestions for Acceleration

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Scholars can work as a group.
Scholars can use magazines.

Scholars can create a marketing plan to sell their design.

Scholars can use Google Translate.
Scholars can use images from the computer.
Scholars can use magazines.

Activity Reflection:

Do you think that using clothes is an effective way to bring awareness to drugs? Why or why not?

Supplemental Resources: Teen Drug Abuse



Activity Plan

Title: I Pledge

Suggested Time: 45 minute

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand that a pledge is a commitment or promise. <p>Materials:</p> <ul style="list-style-type: none"> banner anchor chart paper pens markers glitter paint <p>Vocabulary:</p> <ul style="list-style-type: none"> pledge honor prevention drug awareness 	<p>Activity Overview: Scholars will work together to devise a pledge to remain drug free.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>A pledge is a promise. The pledge most of us are comfortable with is the pledge we often make to the flag.</i> Facilitator: <i>Are any of you familiar with any other pledges?</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>We are going to devise a pledge to show our commitment to remaining drug free.</i> Facilitator: <i>For the next five minutes, brainstorm some things you think we should include. Scholars will have an opportunity to jot ideas independently.</i> Facilitator: <i>For the next 10 minutes, work with the people at your table to identify the thoughts you have in common.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Let's work together to create a class pledge using some of the ideas you all had in common.</i> The facilitator will write the pledge on a sheet of chart paper as it is developed. Once the pledge is complete, the scholars will sign and read it together



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

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Scholars can work with the facilitator.

Scholars can work together without the help of the facilitator.

Scholars can use Google Translate.
Scholars can use images instead of words.

Activity Reflection:

What are your thoughts on the pledge that was created? We pledge allegiance to the flag at school, but do you think that positively impacts how adults and scholars govern themselves? How can we hold ourselves accountable for upholding our pledge?

Supplemental Resources: [Teen drug abuse: Help your teen avoid drugs](#)



April—What Would Ace Do?



These are reflective open-ended questions for activity openers, closers, or check-ins throughout the month. The suggestion is to focus on one question and allow scholars to think as deeply as possible about their responses.



What is self-esteem, and why is it important?

What does the quote "comparing yourself to others is the thief of joy" mean?

How can trying to be perfect affect your self-esteem?

